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The Classical Outlook

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THE PAX ROMANA AND WORLD TRADE

By EVA MATTHEWS SANFORD
Sweet Briar College, Virginia

WHEN Pliny the Younger delivered his *Panegyric* to the Emperor Trajan, he gave eloquent testimony to the effects of the imperial peace on trade in the Roman world. Recalling that, in the troubled days of the late Republic, Pompey had won as much praise for his curatorship of the grain supply as for his martial achievements, he said: "Nor did he show more civic spirit than our Father Trajan, for both men by authority, foresight, and good faith opened up the highways, freed the seaports for trade, restored communications by land and sea, and so mingled diverse nations in peaceful commerce that whatever was produced anywhere seemed to become native everywhere. How obvious it is that every year now brings abundance for our use without loss to anyone! No longer now are harvests seized by force to molder in public granaries while our allies lament in vain. They themselves bring us the fruits of the earth, the increase fostered by the kindly heavens and the changing seasons, nor does the pressure of new taxes force them to default in payment of past charges. The *fiscus* actually purchases whatever it professes to buy. Hence our current abundance of grain, marketed to the mutual advantage of buyer and seller, hence plenty reigns, and famine is nowhere found . . . Even the weather is favorable to us now . . . and in infertile sections the emperor has so linked East and West in mutual trade that by sales and purchases alike all nations are learning in turn to understand how much more useful it is for them to serve one man in unity than to be slaves to a discordant liberty" (*Panegyric*, chapters 29, 32).

From the reign of Augustus, the conspicuous feature in Mediterranean trade was the great increase in the number of merchants from the eastern provinces who appeared everywhere in the Roman world, bringing the products of their own districts and of the Orient in general to the western markets, and building up industries and trade in the new provinces which produced an increasing bulk of goods for export to the East. The Italian trader became rare by contrast. This change was partly due to the opportuni-

ties offered to the Roman citizens of Italy in the imperial services, both civil and military, and in the public works

COMMENCEMENT HYMN

By FRANCES ANGEVINE GRAY

West High School, Rochester, New York
Schola nostra, alma mater, tibi nunc cum gratia
Carmen nos cantamus omnes vera cum laetitia.
Tu quae nos duxisti semper annos hos praeteritos
Per dies venturos quoque iuva et inspira nos.

Mater, cuius veneramur nomen et memoriam,
Tui liberi libenter tibi damus gratiam.
Per laborem nobis dari monstravisti optima:
Tuis natis cupivisti praemia amplissima.

Signum tuum, quod amamus, postea tenebimus
Integrum, immaculatum, omnibus temporibus.
Nostras vitas sic agamus ut coronae gloriae
Factis nostris mox addantur scholae, urbi, patriae.

undertaken in Italy and the provinces. Again, the rapid Romanization of Italy during the last century of the Republic, after the close of the Social War, gave the South Italians of Greek ancestry their full share in Roman interests and enterprises, and made them feel more at home in the Romanized West than in the Hellenic East. For those who did not find full employment for their labor and capital at home or in the imperial services, land in the western provinces offered a congenial opportunity to transfer their Italian way of life to new homes. The influx of eastern slaves into Rome had long since ebbed, and the captives taken in the Parthian, German, and African frontier wars were not well adapted for competition with the shrewd businessmen from the eastern provinces, long since familiar with the Graeco-Roman commercial world. One wonders how many of the Greek and Syrian traders who thronged the western markets in the early Empire were descended from the Italian

allies and freedmen who flocked to Delos and Asia when Rome's victories first opened the Aegean area to them.

Through the establishment of the imperial administration, the eastern provinces gained more equitable government and greater commercial advantages, as well as the security afforded by the "boundless majesty of the Roman Peace." Even those emperors who were detested at Rome as tyrants usually administered the provinces soundly. Pliny's correspondence as governor of Bithynia with the Emperor Trajan shows how much need there was for assistance to the eastern cities in the interest of financial stability, and how miraculously the necessary reforms were carried out, while his *Panegyric*, as we have seen, ranks Trajan's interest in commercial prosperity high among the glories of his reign. The Greek apologists for Rome in the first and second centuries of our era stressed the profits derived from participation in the spreading trade of the Empire, though we still find echoes of the old resentment inspired by Roman avarice. One wonders how much might have been gained for Rome and the provinces alike, through earlier establishment of this great commercial prosperity, and a more firmly based mutual respect and confidence, if the senatorial government of the late Republic had been sufficiently interested and enlightened to steer a sound middle course between the indifference that put the provincials at the mercy of money-lenders and tax-collectors, and the modern mercantilist policy which considers subject territories as a field for exploitation by the sovereign power. However, since, as a modern historian says, "we cannot write history in the pluperfect subjunctive," it is futile to speculate on this point.

The Greek rhetorician Aelius Aristides, in his famous *Address to Rome*, in A. D. 154, laid much stress on the advantages of imperial unity. "You do not rule over set boundaries, nor does any other ordain the limits of your power, but the sea is stretched as a girdle in the midst of the inhabited world and of your hegemony alike. About it the great continents are greatly inclined, filling it constantly with their products for you. From all the earth and sea are brought whatever fruits the seasons yield, and all the lands and rivers and marshes, and the craftsmanship of Greeks and barbarians. So that if a man should wish provision of all these, he must either traverse the wide

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world or be present here in the city. For whatever grows and is made in any land, is sure to be here in abundance. Such great ships come hither from all lands, at every spring and fall equinox, bringing every product, that one may liken the city to the common workshop of the world. Here you may see the products of the Indies, and, if you wish, of the fortunate Arabians, in such abundance that you would think the trees of those lands would be left bare for the rest of time, and that the people must needs come here to fill their needs . . . Ships never cease to enter and leave your ports, so that the number of crafts not only in harbor but on the seas is truly marvelous . . . Neither does the sea mark the boundary of citizenship for any men, nor the extent of land intervening, nor are Asia and Europe separated in this respect. All things lie in the midst for all men. None is an alien who is worthy of power or trust, but a common democracy of the world has been established under one most noble lord and governor, and all men are come together as it were to a single market-place, each to gain his just deserts. What a city commonly is to its own boundaries and lands, that this city is to the whole world, a common citadel granted to it . . . Rome has never denied any man, but as the foundation of the earth yields all things, so this city receives men from every land, as the sea receives the rivers . . . You have measured out your city magnificently, as befits you, and without undue pride you have made it marvelous in this, that you have not surrendered any part of it to others, but have sought to fill it worthily, and have made 'Roman' not merely the name for the city, but the common term for a race, and not a single race among many others, but one as great as all the rest together" (Chapters 10-14, 62).

The flourishing trade fostered by the Roman unity and peace over a wide area during the early Empire may be a hopeful augury for our times, if the Economic and Social Council of the United Nations is endowed with both the support and the wisdom to perform, in a free world, the peaceful functions attributed to imperial Rome by Pliny the Elder: "To unite widely scattered sovereignties, to make men's ways of life harmonious, to bring together the discordant and dissonant speech of countless peoples in the bonds of mutual intercourse, and to give humanity to man, in a word, to create one fatherland for all peoples in the whole earth" (*Nat. Hist.* iii, 5). The imperial strength of the Roman power accomplished much of this great purpose, so long as it kept its integrity and its ability to command the wills, as well as to satisfy the needs, of its vast and heterogeneous population. A more extensive

unity of mankind, founded not on sovereignty but on voluntary cooperation for the general welfare, may accomplish much more, and for a longer period, if men keep faith with one another in freedom and unity.

(Note: See also "Roman Business Men in the Provinces, in the Days of the Republic," by Professor Sanford, in *THE CLASSICAL OUTLOOK* xxii, 33-35.)



'T WAS EVER THUS

BY WILLIAM C. GRUMMEL
New York University

We are apt to regard the long, low whistle of admiration that greets the appearance of a comely maiden as a modern means of expressing admiration. In the *Mercator* of Plautus, however, lines 405-409, we see that the maid in Rome, or perhaps the Athenian girl, inspired the same cool stare and appraising whistle. When Demipho is pointing out to his son that Pasicompsa is much too pretty to be the companion of an elderly matron, he says:

Illa forma matrem familias
flagitium sit si sequatur; quando incedat
per vias,
contemplant, conspiciant omnes, nutent,
nident, sibilent,
vellicent, vocent, molesti sint, occurrent
ostium;
impleantur elegerum meae fores carbonibus.



FOREVER FAREWELL

CATULLUS 101

Translated by LIEUT. JANE D. ANTHONY, USNR
Many lands and many seas having traversed in sorrow,

Thy sad rites I attend, brother beloved of old.

Here I finally place my reverent funeral presents,

Vainly addressing thee gone, ashes so silent and cold.

Since ill fortune has robbed me, stolen from me thy dear body,

O poor brother, alas, snatched by that cruellest thief,

Here amid sacrifice due, which, by our forefathers' custom,

Honors the desolate scene, woeful reminder of grief,

Hear thou my loud lamentation, behold thou my tear-drops well.

Sleep thou in infinite peace! Hail, and forever farewell!



SUMMER COURSES AND LATIN INSTITUTES

Postwar conditions made it necessary for this issue to go to press so early that

many colleges and universities had not yet completed their plans for the summer session. However, the following lists of courses for teachers of the classics arrived in time to be included in this issue. Inquiries about courses in classics in other colleges and universities should be directed to those institutions.

Connecticut College, New London, Conn.—Greek Mythology and Religion (Minar).

De Paul University, Chicago, Ill.—Vergil, Eclogues and Georgics; St. Augustine, Confessions; Cicero, Letters; Cicero, De Senectute and De Amicitia; Liturgical Latin; Roman History (Sherlock).

Gettysburg College, Gettysburg, Pa.—Roman Law (Glenn); Latin Literature in English (Glenn); Roman History and Civilization (Glenn); Word-Building (Glenn); Intermediate Greek (Shaffer); Greek Lyric Poetry (Shaffer); Greek Oratory (Shaffer); other courses in both Latin and Greek, to be arranged in accordance with demand.

Hunter College, New York City.—Modern Greek (De Graff and native informant); The Greek Theater (Bieber).

Iowa, University of.—Elementary Latin (Nybakken); Second Year Latin (White); Vergil (White); Teaching of Latin (White); Tacitus (Potter); Major Readings in Latin, Special Assignments, Thesis (Staff); Elementary Greek (Else); Greek and Roman Civilization (Nybakken); Greek Literature in Translation (White); Odyssey (Else); Thucydides (Else); Major Readings in Greek, Special Assignments, Thesis (Staff).

Louisiana State University.—Elementary Greek (Moorhead); Latin for Pre-medical Students (Moorhead); Plautus (Moorhead); Greek and Latin for Pre-medical Students (Moorhead).

Manitoba, University of, Winnipeg, Canada.—Selected readings from Latin authors, with simple prose composition (Berry).

Marquette University, Milwaukee, Wis.—Livy xxi and xxii; The Latin Fathers; Roman Private Life; Advanced Latin Composition.

Marymount College, Salina, Kansas.—Elements of Latin; Vergil, Aeneid; Cicero, De Senectute and De Amicitia; Roman Satire (Horace and Juvenal); Latin Literature in Translation; Elements of Greek; Greek Literature in Translation (Sr. Marie Antoinette).

Michigan, University of.—Refresher Course, for teachers whose training is inadequate, and for veterans (Rayment);

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Martial (Rayment); Renaissance Latin (Meinecke); Terence (Rayment); Cicero, De Officiis (Pack); Historical Development of Latin Literature (Dunlap); Italy and Sicily Before the Roman Conquest (Hopkins); Oral Latin (Meinecke); Laboratory Course in Roman Antiquities (Peterson); Advanced Laboratory Course in Roman Antiquities (Peterson); Teachers' Course in Caesar (Dunlap); Special Problems in the Teaching of Latin (Dunham).

Minnesota. University of.— Classical Mythology (Heller); Independent Reading in Latin (Heller); Graduate Seminar (Ogle).

North Carolina. University of.— Latin Literature in English (Suskin); Vergil, Aeneid vii-xii (Suskin); Tacitus (Suskin); Archaeology and the Bible (Harland); Greek Mythology (Harland); Greek Archaeology (Harland); Elementary Greek (Epps); Greek Literature in English (Epps); Greek Drama in English (Epps); Period Studies in Roman History (Caldwell); Period Studies in Greek History (Caldwell); courses in various stages of elementary Latin (Staff).

Northwestern State College, Natchitoches, Louisiana.—Beginning Latin (Skiles). Foreign Language Conference, May 3 and 4. Theme, "The Renaissance of Foreign Language Study."

Pittsburgh. University of.— Lucretius (Hutchinson); Latin Comedy (Miller); History of Latin Literature (Hutchinson); Teaching of Latin, Advanced (Hutchinson); Thucydides (Miller); Beginning Latin (Miller); Topography and Monuments of Rome (Johnson); Classical Conference, May 3 and 4.

Saint Louis University.— Critical Periods in Ancient History (Finch); Seneca and Pliny (Korfmacher); Introduction to Roman Antiquities (Kaiser); Two

Dialogues of Plato (Korfmacher); Latin Composition and Conversation (Korfmacher); Vergil's Earlier Works (Hoogstraet); Tacitus, Histories (Kaiser); Latin Palaeography (Finch); special undergraduate and graduate courses in Latin, Greek, archaeology, and linguistics (Staff). Also, four conferences on the teaching of Latin: "Meeting the Romans—in Latin I" (Korfmacher); "Interesting Characters—in Latin II" (Finch); "Cicero as a Human Being—in Latin III" (Kaiser); "Vergil as a Poet and Thinker—in Latin IV" (Korfmacher). Also, on July 11, a one-day Latin Teachers' Institute on the theme, "Second Thoughts on the Training of the High School Latin Teacher."

Saint Rose, College of, Albany, N. Y.— Roman Satire; Advanced Latin Prose Composition; Vergil; Survey of Roman Prose—Livy (Sr. Emily Joseph, C. S. J.).

Southern California. University of.— Elementary Latin; Classical Tradition in Drama; Seminar, Lyric Poetry—Catullus; Latin Readings, adapted to different levels of achievement; Research; Thesis (Travis, Tilroe).

Western Michigan College, Kalamazoo.—Latin Refresher Course; Vergil; Roman Life (Kraft).

William and Mary, College of.— Elementary Greek; Classical Civilization; Readings from Latin Literature, Advanced. Also, an Institute on the Teaching of Latin, intensive work for three weeks (Wagener, Ryan).

Wisconsin. University of.— Classical Art and Archaeology; Medieval Latin; Seminar, Historians of the Silver Age; Elementary Greek; Advanced Greek, adapted to needs of students (Agard, Hieronimus).

Letters

From Our Readers

COWS AND BULLS

Mr. Goodwin B. Beach, of Hartford, Conn., writes:

"I have just been reading the article, 'What Does It Come From?' in your February issue. It seems to me that the man who wrote 'Vaccinate' means material from a *vaccus* made a bull! What do you think?"

THE ACCUSATIVE MODERNIZED

Dr. Emory E. Cochran, of the Fort Hamilton High School, Brooklyn, N. Y., writes:

"In beginning Latin today we had the first use of the accusative case, with the usual antiquated examples, such as 'Femina viam spectat.' I made up one that got the attention of all: 'Puellae Sinatram amant.'"

FOR THE LAST DAY OF SCHOOL

Mrs. Florence T. Skidmore, of the Harrison Technical High School, Chicago, Ill., writes:

"I have been so often on the receiving end of valuable suggestions that have been printed in THE CLASSICAL OUTLOOK that I am tempted to share with teachers of Latin elsewhere in the country a little song which my classes enjoy singing.

"It was just by accident that I stumbled upon the fact that a short Latin poem, entitled 'An Old English Holiday Song,' at the beginning of 'The Stage Coach,' in Washington Irving's *Sketch Book*, can, with a few minor changes, be sung to the tune of *Yankee Doodle*. It is a good song for the last day of school."

The song, as arranged by Mrs. Skidmore, is as follows:

Omne bene, sine poena
Tempus est ludendi.
Venit hora absque mora
Libros deponendi.
Chorus: Pueri et puellae,
Tempus est ludendi.
Venit hora absque mora
Libros deponendi.

SENSE AND TENSE

Professor A. W. Hodgman, of the Ohio State University, writes:

"Some years ago, there was a protracted discussion as to whether we should talk of sequence of tenses, or harmony of tenses. The fact seems to be that any combination of tenses is possible, if the sense demands it. Of course this postulates an accurate understanding of the real meaning of the tenses—e.g., the clear-cut difference between the imperfect and the perfect (or the two perfects). So the rule for the sequence or tenses might well be rewritten: 'Generally

sense governs tense.' Of course, commonly, certain patterns are followed, from which fact arose the needless rule, 'Primary primary, secondary secondary.'

"An action that began in past time may continue into the present. A verb form may picture only one time; an adverb or the context may imply another time. It is really just as logical to say, 'I am in this country (and have been for) six years,' as the Frenchman or the German does, as to say, as we do, 'I have been in this country six years (and I still am).'"

"HISTORICAL" INFINITIVES

Professor Hodgman continues:

"What is commonly called the 'historical' infinitive might better be called the 'infinitive of intimation.' It merely intimates the action, without indicating time. It is said that this infinitive "cannot be adequately represented in English" (Lane 1536). This is only partly true. Oliver Wendell Holmes, in *The Autocrat of the Breakfast Table*, chapter 7, gives this description of a boxing match: 'Feinting, dodging, stopping, hitting, countering—little man's head not off yet.' It would spoil the account to say that the head 'is not off yet.' The -ing words in this passage would be 'historical' infinitives in Latin."

"BOOTLEG GREEK"

Miss Mabel Arbuthnot, of the Texas State College for Women, writes:

"This semester I formed a voluntary no-credit class in Greek. I announced it to only twenty-eight people, and did not urge anyone to take it. In fact, I made it clear that I wanted a smallish class. Twenty people joined the class, and bought books. I found the class very encouraging. There was no possible motive for students' joining it except to learn a little Greek."

GREEK TRAGEDY AND THE RADIO

Professor Albert Rapp, of the University of Tennessee, writes:

"Greek tragedy is extremely well fitted for radio, because (1) it usually has few characters, easily identifiable by voice; (2) it has a single dramatic theme; (3) the 'music-bridge' between scenes in radio is in many ways simply a radio equivalent of Greek choral passages; (4) the present-day 'narrator' has taken over and broadened the place of the prologue."

For a radio adaptation of a Greek tragedy see page 83.

"ALOHA"

Miss Florence L. Hodgson, of the Punahou School, Honolulu, Hawaii, writes:

"Punahou is a private school. More than 90% of our graduates go on to college. I have 133 enrolled in five Latin classes in grades 10, 11, and 12. There are about 80 in Latin in the lower school,

grades 8 and 9. Last year we put on a Christmas play in Latin. Aloha from Punahou!"



VERSE WRITING CONTEST—RESULTS

COLLEGE DIVISION—LATIN FIRST PLACE

VARIUS VERGILIO

By PAUL A. DONOVAN, S. J.

St. Isaac Jogues College, Wernersville, Pa.
(Rev. Edward W. Tribbe, S. J.,
Professor of Latin)

"Si mihi susceptum fuerit decurrere
munus . . ."

—*Catalepton* xiv (vi)

Cur, mea lux, properas crudeles mortis
ad umbras?

Me tenebris linques dum Phlegethonte
nites?

Idalia sprexit taurum a te supplice votum.
Victima quis maior? Te rapit ira
pyrae!

At Paphiae natiue decus per carmen
adauge

Quod iam diva putat suave decensque
satis.

Supprime quod spiras moriens lacrima-
bile murmur,

Neu mandes iterum Troia perusta ru-
at.

Invida Mors clamet sese superasse Ma-
ronem:

Tu tamen, ut Daulis condita nocte,
canis.

Euge! vibrent alii citharae sublimia
chordis:

Corde hominum vibres; corde valente,
vales!

COLLEGE DIVISION—ENGLISH FIRST PLACE

EPILOGUE TO THE GEORGICS

By BETTY MOESLEIN

College of Notre Dame of Maryland, Baltimore,
Md.

(Sister Mary Gratia, Professor of Latin)

Oh, well for Rome Apollo touched your
ear

And urged you, Tityrus, to wide unfold
The patient cycle of the farmer's year,
This peaceful scene so like the Age of
Gold.

With snorting bulls, you break the glebe;
then play

Among gray trees and purple vine-
yards; drive

Slow flocks, where shrill cicadas split
the day;

Fanfare the tiny pageant of the hive.

And well for Rome you touched, in turn,
her ear,

To deafen it to Mars' wild battle-call,
To make *homeland* the one word it could
hear,

And your triumphant "Labor conquers
all."

Your message spoke in stories, not com-
mands.

You beckoned Rome with five-word-
jewelled hands.

HONORABLE MENTION

Honorable mention has been awarded to the poems printed below, and also to "A Salute," by Margaret Kirk, College of St. Rose, Albany, N. Y. (Sister Emily Joseph, C. S. J., Latin Teacher).

ZEUS OTRICOLI—A LISLIAN FRENCH SONNET
By TOWNSEND T. BREWSTER

Queens College, Flushing, New York
(Mr. Konrad Gries, Latin Teacher)

What? In this world of terror, hate, and
lust

This quiet holiness can still endure?

This carven synthesis of all things pure,
This knowing, and yet all-forgiving bust?

Of our chaste hearts he seems to be so
sure.

Is many-faulted mankind worth his trust?
With all his mildness, he is more august
Than lords and kings in vared investiture.

That noble, circling aureole of hair,
That beard with ringlets more than saintly fair,
Those eyes so sweet with love and
charity,

That brow more placid than a summer
day.

A torrent-like possession seizes me;
I needs must fall upon my knees and
pray.

ELEGY OF ORPHEUS

By ANTOINETTE OPPEDISANO

College of St. Rose, Albany, New York
(Sister Emily Joseph, C. S. J., Latin Teacher)
O wretched snake! Thy poison, deadly
though it be,

Is still less deadly than the venom of
desire.

Eurydice, reprieved, from Pluto's thrall
set free,

Once more meets death, condemned by
my own soul's fierce fire.

EVEN THEN

By SISTER M. HILARIA

St. Mary College, Xavier, Kansas
(Sister Margaret Clare, Latin Teacher)

In the star-splashed night
The royal Dido lies down to dream
Dreams that no queen has right
To dream . . . When morning rises, a
stream

Of golden fire, Aeneas looks to the sea.
And why do we love the thing that can-
not be?

EURYDICE

By ANNE MURPHY

College of St. Rose, Albany, New York
(Sister Emily Joseph, C. S. J., Latin Teacher)

Through dismal dark of subterranean
caverns,

Through blackness unrelieved by faintest
gray,
I followed his hushed footsteps surely
leading

Away from terror into new, bright day.

I felt the surge of hope, reborn from sad-
ness

As eagerly we trod the winding trail;
I dreamed of light and peace and quiet
laughter,
Of flaming sunsets, night skies soft and
pale.

My thoughts leaped forward to our joy
together;
I heard the glad, warm music of the rain;
I saw the sunlight seeking out the shad-
ows;
And knew these joys would soon return
again.

I felt a coldness pierce my inmost being;
I shuddered as he turned—Forbidden act!
I looked beyond him toward a sunlit
meadow—

Not more than twenty paces had we
lacked.

The darkness rushed upon me, thick, en-
gulfing;

The sunlight chilled and turned to ashen
pain.

I looked my last upon my anguished
lover;

The gloom of Pluto dragged me down
again.

HIGH SCHOOL DIVISION FIRST PLACE

AENEAS, ON LEAVING CARTHAGE
BY VALERY CRAFTS

Red Bank (New Jersey) Senior High School
(Miss Mary M. Rice, Latin Teacher)

The day is fair, the wind is bold and
strong,

And ocean salt is borne upon the
breeze;

The crashing of the waves is like a song,
A challenge calling far across the seas.

In heady gusts the world is going west
Under clear skies and stars undimmed
by rain.

How can I stay, how can I learn to rest
When yonder westward lies a new
domain?

Her quick tears and her lovely, deep,
dark eyes

And tender kisses still do call to me.
Queen Dido's pleas and all her anguished
cries

Are powerless against the god's decree.
Not love nor death shall stop me.

Come what may,

The anchor's up, the ship is under
way!

HONORABLE MENTION

Honorable mention has been awarded
to the poems printed below, and also to

"Atalanta," by Anne C. Donovan, Sacred
Heart Academy, Washington, D. C.
(Sister Marie Walter, O. P., Latin
Teacher).

THE CHOICE OF ENDYMION
BY PHOEBE REESE

The Baldwin School, Bryn Mawr, Pa.
(Miss Evelyn Spring, Latin Teacher)

Endymion, the choice is thine:
Amidst thy sheep and grazing kine
To slumber sweetly, ever young,
To drowse and dream with limbs out-
flung,

To spend thine endless days in sleep
While fond Diana's bright beams keep
A jealous watch from up above
And shield and guard thee with her love;
Or perish as thou mayst desire—
By keen-edged sword or red-eyed fire,
By poison's body-racking pain—
To dwell beneath black Pluto's reign.

Diana, guardian of the moon,
Hath left her sacred trust too soon
And many hours hath spent with thee
Until dawn's light hath made her flee.
From passion's canker wasting 'way
And ever paler day by day,
Bright Phoebe is entranced by thee
And so this must thy penance be.

TO VERGIL
BY OLIVE COWAN

Winthrop (Mass.) Senior High School
(Miss Marie Merrill, Latin Teacher)

The child's delight in early morn,
The bird's sweet cry to rising sun,
The golden peace when day is done,
All these thou knewest, lord of verse.

The joy of labor in the fields,
The sighing of familiar trees,
The wisdom of thy hives of bees—
All known to thee, O lord of verse!

The howling of a homeless wind,
The restless river's troubled flight,
The somberness of black-hued night,
Thou knew'st them all, O lord of verse!

O Vergil, to this day thou hast
Thy spell on those who read thee cast.
And though two thousand years have
passed,
Thy power, thy strength are unsurpassed.

TO ORPHEUS
BY CLARIGE KESTENBAUM

University High School, Los Angeles, Cal.
(Miss Frances Tubbs, Latin Teacher)

O blessed Orpheus, thou didst conquer
Hell,

Not by the sword, but with a melody,
And with thy singing lyre didst weave a
spell

And robbed Death in celestial ecstasy.
Soothed by thy gentle harp, old Sisy-
phus slept

On his immobile stone; and in the first
Brief interval of peace, the Furies wept,

And tortured Tantalus forgot his thirst.
Ferocious beasts grew docile; raging seas
Subsided and were calmed, and lifeless
stones

Sprang up, led by thy Thracian melodies,
Lured by the magic of thy golden tones.

O might thy lyre now still the savage
roar

Of guns, resounding through the aching
spheres!

Might hearts, embittered by the taste of
war,

Exult again, untainted by base fears!

O Zeus! 'Twill take more than a harper
now

To soothe the anguish of man's troubled
brow.

ATALANTA
BY GERTRUDE JUNE GROSS

Harbord Collegiate Institute, Toronto, Canada
(Miss Carrie M. Knight, Latin Teacher)

One night when I in slumber's chains was
bound,

My golden dreamboat sped far, far in
space

To Wonderland; and there with joy I
found

Myself beholding Atalanta's race.

The race is on; I see the suitors run
With might and main; in vain they waste
their breath;

They are surpassed; the sweetheart of
the sun

Is crowned, while they, pale captives, wait
for death.

A handsome youth, Hippomenes by name,
Comes forth in such great peril to com-
pete.

The maid accepts the challenge, yet doth
blame

The gods, that would such bravery de-
feat.

As swift as birds, the sands they skim
in flight.

All cheer; the youth in courage is arrayed,
And Venus' magic fruit he hurls with
might.

The maiden stoops, and gravely is de-
layed.

The race is over, and the happy news
Rings out, amidst the people's joyful
roar.

Then, startled, I awake, and gently muse,
"This vision shall be with me evermore."

* * *

The second fascicle of *Latini Hodierni*
is a charming compilation of original
Latin prose and verse, with illustrations.
The booklet will be reviewed in a later
issue. Price, 50c, from John K. Colby,
Phillips Academy, Andover, Mass.

BOOK NOTES

Horace and His Lyric Poetry. By L. P. Wilkinson. Cambridge: University Press, 1945. Pp. ix+185. \$2.75.

Here is a slim volume that is sure to delight all devotees of Horace, and very likely to win new adherents for the poet. Addressed mainly to "classical students who are not Horatian specialists," it contains much that will interest "anyone who can read Latin, or who could once read it," although the latter group will wish that the author had been more generous in providing translations for the numerous Latin and Greek quotations. Certain aspects, too, may prove too much for the average under-graduate, such as the abundant and scholarly footnotes, the references to Horace' Greek sources, and perhaps parts of the technical literary discussion. But the book as a whole is written with such lucidity and charm (it reminds one of the best work of Mackail and Glover) that the college student of Horace will gain both pleasure and profit from this new study of the odes and epodes.

As the title indicates, Horace' lyric poetry is the main subject of the book. Following a brief but complete account of the poet's "Life and Works" (which includes an appealing new interpretation of *Carm. i, 26*), there is a full study of his "Character and Views" on religion, life and death, morality, love and friendship, the country, humor, and the state, the last section containing the fairest criticism of Horace' political odes and his attitude toward Augustus this reviewer has read. The chapter entitled "Attitude to Poetry" presents, among other good things, a judicious analysis and evaluation of the *Ars Poetica*, an illuminating discussion of Horace' method of using his sources, and a section on Alexandrianism which should dispel some commonly held misbeliefs on the subject. Possibly the most valuable part of the book is the exceedingly fresh and sensitive study of the lyrical qualities of the Horatian ode, together with the sensible remarks on the problem of its translation. The final chapter appropriately deals succinctly with the influence of Horace on the literature of the western world.

The book is a welcome, stimulating addition to the ever-growing list of works on Horace.

—K. G.

The Temple of Artemis at Ephesus. By Bluma L. Trell. Numismatic Notes and Monographs, No. 107. New York: The American Numismatic Society, 1945. Pp. x+71. 29 Plates. Paper-bound. \$2.00.

Straightforward and vigorous, clearly reasoned and amply documented, this monograph is an excellent piece of work. It demonstrates convincingly the fact that ancient coins, although they may appear to show "no more than tiresome stylizations" of a famous building, yet when studied methodically by a scholar who knows how to interpret numismatic conventions, are "reliable source materials for the history of architecture."

Using coins, and checking with other types of evidence, the author reconstructs the late classical temple (Temple E) dedicated to Artemis at Ephesus, one of the "seven wonders" of the ancient world.

HOME, HOME ON THE RANGE

Translated by ARTHUR WINFRED HODGMAN
The Ohio State University

Saltum colam,
Ubi cervus cum alce salit.
Malignas voces
Raro hic audies—
Caelum semper serenum erit.

Among her findings are the following: There were three rectangular openings in the pediment of the huge octostyle temple, to lighten the weight upon the epistyle. There were four decorative figures in the pediment, two reclining in the angles, two probably standing above the central columns; they may have represented Amazons, seeking asylum at the shrine of Artemis. A Gorgoneion probably decorated the end of the ridgepole. The entablature was friezeless. The coins reproduce with remarkable accuracy the columns with sculptured drums, used on the main facade. The coins confirm other evidence for a very high podium.

Typographically the monograph is a model of neatness and clarity—no small achievement in these turbulent days!

—L. B. L.

PATRONS AND SUPPORTING MEMBERS

To the list of Patrons of the American Classical League (see our January issue, page 39) should be added the name of Laura B. Woodruff, Port Huron, Mich. To the list of Supporting Members of the League should be added the name of Helen Price, Meredith College, Raleigh, N. C.

Notes And Notices

The Texas State College for Women will produce Euripides' *Iphigenia among the Taurians* in the campus out-of-door theater on May 8, 9, 10, and 11. The performance will be in English.

A bulletin of the American Academy in Rome announces plans for the post-war period. Professor Charles R. Morey is now Acting Director of the Academy. He has given courses for military personnel, and for qualified discharged soldiers. It is hoped that competitions for fellowships may be resumed in the near future. Further information may be obtained from James K. Smith, President of the American Academy in Rome, 101 Park Avenue, New York 17, N. Y.

The forty-second annual meeting of the Classical Association of the Middle West and South was held in Cincinnati on April 18, 19, and 20.

The Classical Association of the Atlantic States will meet at the Hotel Pennsylvania, in New York City, on May 17 and 18.

The Modern Language Journal for October, 1945, pages 461-464, published a report entitled "Language and Song," compiled by A. M. Withers, with the co-operation of Helen Traubel, Richard Crooks, and Lauritz Melchior. The article stresses the value of Latin, along with that of modern foreign languages.

A vigorous article entitled "Latin and Lotions," by A. M. Withers, in the Journal of Higher Education for December, 1945, pages 488-489, emphasizes the necessity for Latin in any good educational system.

An article entitled "The Greeks and Musical Therapeutics," by Felice de Horvath, appeared in *The Etude* for September, 1945, pages 489, 524.

We welcome to our exchanges a new publication, *Folia*, organ of the Catholic Classical Association of Greater New York. Devoted to "Christian perpetuation of the classics," the new periodical contains scholarly articles, book reviews, and news items. The editor is Sister M. Liguori, R. D. C.

A translation into Latin of the full text of Cardinal Spellman's "Prayer on V-E Day," made by Goodwin Beach, has been printed by the Catholic Classical Association of Greater New York. For information on the securing of copies address Rev. J. M. F. Marique, S. J., Fordham University, New York City.

A strong defense of Latin appears in

"A Letter to Professor Wakeham on Educational Matters," by A. M. Withers, in *School and Society* for January 26, 1946, page 67.

The University of Tennessee *Record*, Extension Series, for February, 1946, has published as a pamphlet an article entitled "The Experimental Background of the Problem of Learning," by Albert Rapp. The article first appeared in *The Classical Journal* for May, 1945.

Professor Howard Comfort, of Haverford College, is the new Secretary-Treasurer of the American Philological Association.

A business session of the Council of the American Classical League will be held on May 19 in New York City. Officers of the League will welcome suggestions on matters of policy, etc., from members.

MATERIALS

A "Latin Week Bulletin," prepared by the Committee on Educational Policies of the Classical Association of the Middle West and South, may be obtained upon request from Professor W. C. Korfmacher, Saint Louis University, Saint Louis 3, Mo. The theme of Latin Week for 1946 is "The Latin Humanities in American Life." The bulletin, a twelve-page folder, closely printed, contains a great deal of material on this subject; teachers would find it useful not only for Latin Week, but for class work as well.

"A Chat with John and Mary Who Are Going to School—The High School's Obligation to You," by Norman J. DeWitt, is a very attractive and useful pamphlet, setting forth the reasons for the study of Latin, in a style which appeals to young people. Copies of the pamphlet may be obtained for 15c each (in stamps, if the purchaser desires), from Professor W. C. Korfmacher, Saint Louis University, Saint Louis 3, Mo. There are special rates on larger orders.

"Latin Lives in the Western Hemisphere," a play in English, by Elizabeth White and others, appeared in the February and May, 1946, issues of the Bulletin of the Pennsylvania State Association of Classical Teachers. For information on the obtaining of copies teachers may address Miss Elizabeth White at Bala-Cynwyd Junior High School, Bala-Cynwyd, Pa. Price, 15c.

The March, 1946, number of *The Latin Leaflet* contains, in addition to an abundance of material on Latin Week, a complete play in English. It is entitled "Give Back My Legions," and is by Ilanon Moon. The play is in two scenes, and uses five boys. This number of the *Leaflet* may be obtained for 10c from University Publications, University of Texas, Austin 12, Texas.

American Classical League Service Bureau

Please do not send cash through the mails. If you send cash and it is lost, we cannot fill your order. Please use stamps, money orders, or checks. The latter should be made payable to the American Classical League. If a personal check is used, please add 5c for the bank service charge. If you must defer payment, please pay within 30 days.

Ordering should be done carefully, by number, title, type (poster, mimeograph, pamphlet, etc.). Material ordered from the Service Bureau is not returnable. After two trips by mail the material is too damaged for resale; since the Service Bureau is a non-profit-making organization, it cannot absorb losses such as this.

The address of the Service Bureau is Vanderbilt University, Nashville 4, Tennessee.

The Service Bureau has for sale the following new mimeograph:

622. Hippolytus, a Radio Script. An adaptation for radio of Euripides' play. By Albert Rapp. Playing time 14 minutes. 5 boys, 4 girls, plus attendants. 20c

The Service Bureau has for sale the followings items previously published:

FOR THE END OF THE TERM

Post Cards. The design, in green ink, is taken from Columbus' drawing of one of his own ships (see *THE CLASSICAL OUTLOOK* for October, 1944, page 1). The greeting is "Ferias Laetas!" ("A Joyous Holiday!") Can be sent to pupils at the end of the school year. Price, 30c for a packet of ten cards.

SUGGESTIONS FOR PRIZES OR GIFTS

Books

Limited quantities. Please order early, and indicate a second choice.

Beauty and Parting: Translations from the Greek Poets. By Herbert N. Couch. Selections from the works of Greek epic, lyric, tragic, and pastoral poets. Illustrated with pen-and-ink drawings by the author himself. Price, \$1.75.

Orpheus with His Lute. By W. M. L. Hutchinson. Stories from Greek mythology. List price, \$2.00; our price, \$1.69.

The Grandeur That Was Rome. By J. C. Stobart. Lavishly illustrated. List price, \$5.00; our price, \$3.75.

The Stolen Oracle. By Jay Williams. An absorbing tale, in the modern "detective story" manner, of how two Roman boys solved a mystery. Price, \$2.00.

Akka, Dwarf of Syracuse. By Agnes Carr Vaughan. Exciting adventures of a pair of Greek twins. List price, \$2.00; our price, \$1.69.

The Garland of Defeat. By Florence Bennett Anderson. A historical novel, laid in Greece in the days of Praxiteles. On the college level. Price, \$1.75.

Vergiliana. By George M. Whicher. Imaginary letters in English verse, on the

life and works of Vergil, addressed to Pliny the Younger. List price, \$1.50; our price, 75c.

A Latin Birthday Book. By Marguerite Kretschmer. Both Roman and modern dating throughout. Carefully selected quotations in prose and verse for every day of the year. Translations of the quotations on the reverse of the pages. Blank spaces for signatures of friends. Price, \$1.25.

Canemus. By Julia B. Wood. In two parts "Group I" and "Group II." Both contain Latin songs or translations of Latin songs, with music. In addition to the songs in "Group II," there is information on ancient music, rhythm, and verse and an extensive bibliography on the music of the Greeks and Romans. Price, Group I, 35c; Group II, 70c; \$1.00 for the two.

Our Debt to Greece and Rome Series. Individual books in this series make excellent prize awards. Prices range from \$1.40 to \$1.70. For titles available, see our December, 1945, issue, pages 31 and 32.

Pictures

The Service Bureau has a number of pictures which can be used in Latin classes. These sell for a few cents each. Write for a free list.

Remaindered from the Classical Set of pictures are the following. The pictures are 9" x 12" (including margins); they are printed in sepia on cream paper with a pebbled finish, and are suitable for framing. Price, 5c each. Please state second choice.

Subjects: Minerva; a Vestal Virgin; the Aerarium; Mercury; Boxers; a Boxer (single figure); Appius Claudius Caecus; Bust of Vergil, so-called; Augustus; a Centaur; Temple of Venus and Roma; Praetorian Guard; Romulus and Remus and the Wolf; Neptune; Paris; Mars; Vercingetorix; Victoria; the Theater at Tusculum.

Certificate of Award

An attractive certificate approximately 5" x 7" to present to outstanding pupils for excellence in Latin. Inside two borders is printed *magna cum laude* with space for the pupil's name beneath, and "has this day been cited for excellence in Latin," with space below for the principal's signature, the teacher's signature, and the date. In color printing, green, brown, red, black. Price, 20c.

Junior Classical League Award Key

A specially designed sterling silver J. C. L. key with space on the back for engraving. This award key is intended as a mark of recognition for high scholastic standing or for meritorious service to the chapter. Orders must bear the teacher's signature. Price, \$2.20.

Bookplates

A Vergilian bookplate with the head of Vergil and an appropriate Latin quotation. Printed in brown and green. Ungummed.

Another design, with Ionic column. Printed in pale blue and dark blue on parchment color. Gummed.

Prices for either bookplate: 25 for \$1.00; 50 for \$1.75.

Place Cards and Favors for Roman Banquets

A cut-out model of a chariot and a Roman lamp. Printed in red, black, and yellow on heavy paper and die-cut for easy assembling. Flat sheets with one chariot and one lamp on a sheet. Prices, 13 sheets for \$1.00; 25 sheets for \$1.75; 50 sheets for \$3.00.

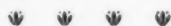
LATIN CLUB BULLETIN

Bulletin XII. The Latin Club, by Lillian B. Lawler. Sixth edition, revised and enlarged, 60c. A complete handbook on the subject.

MAY DAY OR SPRING FESTIVALS

Mimeograph

592. Some Suggestions for May Day or Spring Festivals. 10c.



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